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AUTHOR Gilfillan, Warren C.; Burgess, Robert A.
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ABSTRACT

Built around the role of the teacher in outdoor education, this manual outlines important aspects of an organized Outdoor School program for sixth-grade students in Multnomah County, Oregon. The manual describes the Outdoor School, staff responsibilities, and orientation to the Outdoor School. Specific information for teachers, suggested follow-up activities, and a checklist of teacher equipment and clothing needs are also presented. The prevailing theme of this manual is that the classroom teacher is the most important person in dictating the type of experience the sixth-grade youngsters will have at the Outdoor School. Related documents are ED 018 376, RC 004 250, and RC 004 251. (DB)

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THE TEACHERS' HANDBOOK

for the

OUTDOOR SCHOOL

ED038224

Developed by:

Warren C. Gilfillan, Director
and
Robert A. Burgess, Instructional Director

Multnomah Outdoor Education - - - - -
P.O. Box 16538
12240 N.E. Glisan Street
Portland, Oregon 97216

A service of:
Multnomah County
Intermediate Education District,
Errol C. Rees, Superintendent

DEDICATED TO

Margaret Milliken, Associate Professor at Oregon State University
whose tireless and dedicated efforts have contributed so much
to the Outdoor Education movement in the State of Oregon.

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INTRODUCTION

Increasing populations are crowding the available land in many states in our nation. There has been misuse of our natural resources that is making daily news headlines. The result is a great national concern that our people be taught to use wisely the land and resources that remain.

In Oregon, populations are still comparatively small. With the overwhelming portion of its economy deriving from forest products, farming, tourism, and fishing, it is obvious the State of Oregon relies heavily on its natural resources. It is also obvious that the extent to which our sixth grade students today learn to understand and conserve these resources will largely determine their economic security and standard of living in the future.

To that end this Outdoor School is strictly an education program, conducted in the out-of-doors where nature may be observed firsthand. It is primarily dedicated to teaching sixth-graders their place in the natural environment and how science is applied to make their life better. Rather than exclude the other curriculum areas, the Outdoor School serves to make them even more meaningful because they are applied to real life situations.

DESCRIPTION OF THE OUTDOOR SCHOOL

The basic philosophy of Outdoor Education is, simply, teaching those things in the out-of-doors which may best be taught there. In the same manner that a student goes to the chemistry lab to study chemistry or to the gym to study P.E. the student of nature needs the outdoor laboratory to best understand his subject.

The outdoors supplies a student with a direct, firsthand contact with his physical environment. Unlike the traditional classroom he is surrounded by what he studies and can see, feel, hear, smell, and even taste the realities of life around him. He learns with all his senses. Outdoor Education is not an attempt to add new subject matter to the school curriculum. Rather, it provides an ideal environment for teaching certain areas of study which suffer in the comparatively sterile atmosphere of the indoor classroom.

While emphasis is placed on natural science and conservation, students continue to develop their knowledge and skills in social studies, language arts, mathematics, art, music, P.E., and recreation. The difference is that they use these skills in investigating, measuring, and reporting discoveries in nature and in the experiences they share with others in the out-of-doors. These studies make sense because they have practical application in a real, live situation.

Outdoor Education takes many directions in its expression. It can happen on the school grounds or nearby vacant lot during a class period. A day may be given to it in the form of a field trip or bus journey to a day camp. Or, an entire week away may be devoted to outdoor studies, requiring more lengthy preparation, extra clothing and specialized living facilities. The week-long resident Outdoor School is the type you will experience.

Camps owned by youth serving organizations are leased as sites for the Outdoor School. These supply ready-made facilities which are designed to house

and feed young people in relative comfort. Being able to live close to their outdoor classroom offers students endless educational opportunities difficult to obtain elsewhere.

One of the finest advantages comes from the new and close relationship that develops between teacher and student as they explore nature together and share discoveries. Almost universally, teachers who have accompanied classes state, "I never really knew my students until we spent a week together at the Outdoor School." Teachers often find that students who are poor achievers in the modern, reading-oriented classroom, suddenly come to life and realize success because of the direct-contact approach to outdoor studies. Being able to compete once more on an equal basis with others has made many a "slow" student an enthusiastic performer. Better students forfeit nothing but enjoy the fresh approach to learning with its pleasurable atmosphere.

To the average student to whom teacher is a rather distant figure, the Outdoor School is a great revelation. Here students find teacher delving bare-handed into soil, rotten log, or water's edge along with students, sharing discoveries and learning with them. This new relationship cannot help but increase teacher's effectiveness in all areas the rest of the school year.

The Instructional Phase

The resident Outdoor School has many advantages over short-term Outdoor Education efforts. For one, it provides a longer, more continuous period of time in which to correlate the study of natural resources with the total school curriculum. Sixth-graders and their teachers experience an uninterrupted week in which they can live, work, and play as well as learn together as an intact class.

Each one of four sixth grade classes who attend the Outdoor School each week is assigned a separate piece of land, called a study plot, as its outdoor classroom. Each study plot is located to provide access to stream or lake,

present a wide variety of plant life, supply different soil types and contain the typical animal life of the area. Every class spends one full day in the study of each of four natural resource study areas, Water, Soil, Plants, and Animals.

To assure maximum use of 5 hours of daily study time, the Outdoor School supplies a staff of four highly qualified specialists in each of these four resource studies. Working with a new class each day, the Resource Specialist appraises each teacher's knowledge of the resource subject, the teacher's desired degree of involvement and the level of class preparation. The evening before, a tailor-made lesson plan is cooperatively developed which allows the Resource Specialists to either carry the major portion of the instruction or merely to supplement a particularly well informed teacher.

Every teacher who takes a class to the Outdoor School attends a two day workshop several weeks before the opening of the school session. Here, even teachers who are not biologically oriented, learn skills in each resource area so they may become informed and participating members of the Outdoor School teaching team. In addition to the teacher and Resource Specialist, the teaching team comprises a Senior Counselor and 4 Junior Counselors or a total of 7 people for each class. In this way the discovery approach to learning becomes a reality at the Outdoor School. It becomes possible for small groups of four or five students to explore nature under the guidance of a staff person.

Teacher evaluation time occurs when class and teacher meet together after the evening meal. Field study workbooks are brought up-to-date and the high-lights of the instruction emphasized. Teacher has a chance to consolidate the day's gains in knowledge and give special attention to the slower or to the advanced student.

The Social Living Phase

Because of the resident status and regional nature of this Outdoor School, the social living phase offers an imposing bonus. Unlike the instructional

phase where classes are kept intact, living groups are intentionally mixed to include students from diverse areas and walks of life. Two or three students from each of the four classes attending the Outdoor School each week are formed into a new living group of 8 to 10 students, either of boys or of girls. Each group is housed in a separate cabin under the leadership of a carefully selected and trained high-school-age person called a Junior Counselor. These high school people also attend the pre-Outdoor School workshop in order to prepare as counselors and to take training in natural science under a Resource Specialist. These outstanding high-schoolers stand as idols to sixth-graders and they are made especially aware that their conduct is an example to their young followers. The value of this association is profound and inevitably carries beyond the end of the Outdoor School. Among the sixth-graders, comradeship and concern for other students soon develop. Each learns that how he stands with others is measured by his own attitudes and abilities.

A third grouping of students after the instructional and living organizations, involves the entire school community when they gather enmasse for eating in the dining hall, for an hour's recreation in the afternoon, or at the evening campfire for singing and skits.

Everyone dines family style in the central dining hall where balanced meals are prepared by experienced cooks. Using the host system, students conform to high standards of etiquette and table manners. Every effort is made to mix students at the tables to provide more opportunity to meet new friends and all staff members. Friday morning is "cookout" time with cabin groups preparing their own breakfasts over "Hobo Stoves."

The Activities Phase

Vital members of the staff are the Senior Counselors who keep the program and functional portion of the Outdoor School running with enthusiasm. People with experience in youth camping are chosen for this many-sided position. Not

only do Senior Counselors serve as instructional assistants to Resource Specialists but they are the prime movers of the camp daily program. As such they counsel high school people, organize campfire and mealtime programs, lead duty groups and conduct afternoon recreation activities.

Each student is responsible for his own bed, cabin neatness, and personal cleanliness. In addition, each living group is scheduled to do a full round of all other chores necessary to operate the Outdoor School. After first being taught by a Senior Counselor, everyone is scheduled to set tables, serve as table waiter, act as host or hostess, clean tables, carry firewood, clean rest rooms, forecast the day's weather, and raise or lower the flag with ceremony,

Between the end of lunch and the start of afternoon instruction, a quiet time is observed with living groups restricted to their cabins. At this time students are encouraged by their Junior Counselors to write home, practice skits and stunts for the evening campfire, or sing songs - or near the end of the week, nap.

Though the emphasis is on education at the Outdoor School, an hour-long recreation period is offered each afternoon after classes. Students can use this as free time or take part in counselor-supervised, outdoor-oriented activities such as riflery (B.B. guns), archery, knife and axe, bait casting, naturecraft, and hiking.

Each evening after dinner and teacher evaluation, the day's activities are climaxed with a campfire program. Depending on weather, these are held around an outdoor bonfire or indoor fireplace. Group singing is supplemented by skits and stunts performed by cabin groups. Campfire programs end on a quiet note with Indian legends or serious songs and an impressive closing. After groups return to their bunks, the sounding of taps brings an end to each full day at the Outdoor School.

ROLE OF THE CLASSROOM TEACHER AT THE OUTDOOR SCHOOL

You, the classroom teacher, are the single most important person insofar as the type of experience your sixth grade youngsters will have at the Outdoor School. It is through you that the initial preparation is conducted, the resident program is presented in a meaningful manner, and post-resident activities will have purpose and meaning for your students.

You personally will find the Outdoor School a pleasant and rewarding experience. You will actually be "in school" with your youngsters about five hours a day. Because of the nature of this type of program the Outdoor School staff will be available to assume a large share of the direction of your students. For example: The Junior Counselors will live in the cabins with the boys and girls; the Resource Specialists, Senior Counselors, and Junior Counselors will all assist in various phases of the instructional program; the program staff will conduct the recreational activities; and the kitchen staff and nurse will be working to insure everyone of well-balanced meals and safe, healthful living.

You may then ask, why do I need to be there? Especially could those teachers with good science and conservation backgrounds feel their talents wasted at the Outdoor School. Nothing could be farther from the truth! The extent to which the teacher has set the stage, receives assistance and learns from the specialists, relates the previous classroom and current outdoor instruction, and conducts follow-up activities, will determine the total value of the experience. Properly done, the time spent in preparation and follow-up will far exceed the instruction time at the Outdoor School. The resident program will be only as successful as the classroom teacher makes it. The teacher, then, is the key person in this program and in that light will be considered an active and vital member of the Outdoor School staff.

One might look at it in the following way. The teacher is responsible for the instruction and discipline of the class, however, most teachers have, at one

time or another, invited specialists into their classroom to instruct in a field in which they felt less informed. Most also have taken their class on field trips where, again, an outside specialist explained a facility or program. In essence, this same situation is automatically supplied to the teacher at the Outdoor School.

Twice daily the teacher and class go to an assigned outdoor classroom or "study plot." An expert in one of the four resource areas of Water, Soil, Plants, and Animals is made available each day to assist in those subjects. He is aided by a team of staff people made up of a Senior Counselor and four Junior Counselors. Because the staff instructors (Resource Specialists and their team) are familiar with the local flora, fauna, and terrain and have prepared specialized demonstrations unique to this particular outdoor site, they are in a position to engender a great amount of value from this instructional period. Familiarity with the rest of the Outdoor School curriculum and the local territory make the Resource Specialists unique in being able to demonstrate the resource interrelationship and the ecological factors involved.

It becomes imperative then that the teacher and Resource Specialist work together so that the greatest value may be gained from the five hours spent on the study plot each day. To assure this happening, the teacher and Resource Specialist will meet together the evening before in the dining hall, after all students are bedded down for the night. Depending on the teacher's knowledge of the resource subject, the teacher's desired degree of involvement, and the level of class preparation, a tailor-made lesson plan for the next day will be cooperatively developed.

This plan should make best use of the out-of-doors by organizing students into small study groups, each under the guidance of a member of the teaching team. It should utilize the "discovery method" and involve students in using

the tools and testing equipment of the scientist and explorer. The plan should also include time in the afternoon for the development of individual projects when students can pursue their own interests and express themselves in a creative way. What is most important is that the lesson plan be organized to make the best use of the out-of-doors as a learning environment. To resort to a "lecture" outdoors is to waste the experience and refute the philosophy of Outdoor Education.

The decision must rest with the classroom teacher as to whether the Resource Specialist will direct the major portion of the instruction or merely supplement the teacher who might be particularly well informed. In any case, to gain the best results, teachers must consider themselves as active and vital members of the Outdoor School staff and coordinate their efforts with staff just as they would with their home school administration.

During the afternoon study plot period each day, the teacher can play an especially vital role in the individual or small group project sessions. Here again the teacher is in the best position to advise and encourage each student to choose a project which is commensurate with their abilities. The teacher, alone among the staff, has observed the student during all the previous instruction and can determine their greatest interests and capabilities. Often the greatest amount of learning takes place during this project time as the student feels more or less "on his own." It is crucial that the student be well-directed and encouraged by a familiar person.

The teacher will also be able to make a tremendous contribution during the evening evaluation period with the class. This 45 minute session occurs each evening after the dinner meal with teacher and class isolated from the rest of the Outdoor School. At this time a summary of the Outdoor School material may best be accomplished and the progress of each student evaluated. Only the classroom teacher can relate what has been learned in the home classroom to what has been observed in the outdoor class situation. If certain key

points need to be reemphasized, this is the time to do so. The staff will be most happy to assist if asked. Teacher evaluation time is also an excellent opportunity to get students to evaluate the program. Many changes in the Outdoor School format have come about through suggestions carried to the Director by teachers.

Teachers will, of course, remain responsible for their students all the time they are at the Outdoor School. Teachers must still control the discipline and conduct of their students and will be sought out if problems concerning their students and other staff members should arise. It is essential that there be complete cooperation and understanding between the teacher and Director.

STAFF RESPONSIBILITIES AT THE OUTDOOR SCHOOL

SITE DIRECTOR is responsible to the Director of Multnomah Outdoor Education for the overall health, welfare, and education of every person at the Outdoor School site he is directing. He is in the position of highest authority on the site and implements the policy and philosophy of the program. The Site Director is responsible for the successful operation of the Outdoor School program and maintenance of the daily schedule. He trains and directs his program staff to achieve these ends. In areas dealing with the formal curriculum he works cooperatively with the Instructional Director of the program to the end that the educational purposes of Outdoor School are realized. The Site Director is responsible for the operation of all physical facilities at the Outdoor School and for the direction of the medical, kitchen, and maintenance staff. In the absence of the Site Director a Resource Specialist shall be named to the director position.

CLASSROOM TEACHERS retain the same responsibility for the instruction of their students at the Outdoor School as they do in their home school situation. However, in order that the greatest benefit be gained from the outdoor experience, teachers should plan to fully utilize the expert resource staff assembled for that purpose. Teachers should establish close liaison with Resource Specialists and use the evening staff meeting to cooperatively plan the lesson for the next day. Teachers remain responsible for the discipline and conduct of their students at the Outdoor School and should work closely with counselors so that the social living phase of the Outdoor School will be most meaningful. Classroom teachers assume responsibility for the preparation of their students for the Outdoor School and the follow-up after their return. They will take training at the workshop held prior to the Outdoor School to the end that they may become informed and vital members of the Outdoor School staff.

RESOURCE SPECIALISTS are expected to be extraordinarily competent in one of the four resource areas taught at the Outdoor School, Water, Soil, Plants,

or Animals. They are to make available to participating teachers, a course of study in his specialization which is in keeping with the philosophy of Outdoor Education and is in accord with the teacher's responsibility to the class. Resource Specialists will establish close liaison with teachers and will use the staff meeting as a period in which to cooperatively plan lessons for the next day. At the workshop they will train teachers, Senior Counselor assistants, and assigned Junior Counselors so that they may become informed and participating members of a teaching team.

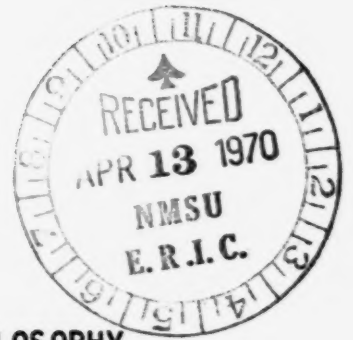
SENIOR COUNSELORS are primarily responsible to the functional program phases of the Outdoor School. They will be assigned by the Site Director to certain responsibilities in duty group leadership, recreation instruction, and morale building activities. Senior Counselors will assume supervision of Junior Counselors to the end that the health, happiness, and welfare of the sixth grade students under them will be realized. They will meet daily with their Junior Counselors for the purpose of training and guidance and will report at the staff meetings. Senior Counselors are secondarily responsible to the instructional phase of the Outdoor School and will be assigned to, and take training from, a Resource Specialist in one of the resource areas. They will act as his assistant and will instruct on the study plot to the extent to which their background and the training by their Specialist qualifies them. They will be prepared at the workshop to demonstrate the Outdoor School activities to which they have been assigned.

JUNIOR COUNSELORS (high school students) are responsible for the health, happiness, and welfare of their cabin group from the time the students arrive at the Outdoor School until they board the bus for home. They will orient students to their living organization, the Outdoor School site, the daily schedule, and their duty responsibilities. On the first day of Outdoor School Junior Counselors will immediately obtain all medications from students and transfer them to the school nurse, cooperating with her in seeing that all

students involved arrive at the dispensary for their prescribed medication. Junior Counselors will assume creative leadership and initiative in working with the students in all phases of the program. They are expected to take training from and assist Resource Specialists in reaching students with the instructional phase of the program. They will meet daily with their assigned Senior Counselor for guidance and training.

SCHOOL NURSE assumes responsibility for the health, safety, and medical care of everyone at the Outdoor School. She works under the direction of a consulting physician who is retained by the Outdoor School. She alone administers medication (even to the use of aspirin for headaches) and all cases of injury or illness, no matter how slight, must be reported to her.

MULTNOMAH OUTDOOR EDUCATION
P.O. Box 16538
Portland, Oregon 97216
255-1841



DESCRIPTION OF THE RESOURCE SPECIALIST POSITION AND ITS PHILOSOPHY

The Resource Specialist is expected to be extraordinarily competent in one of the four resource areas taught; Water, Soil, Plants, or Animals. He is expected to be an experienced and effective teacher of youngsters so that he can convey the fundamentals of his subject without confusion and despite varying levels of student preparation. He is to make available to participating teachers and their classes an informal course of study in his specialization which is in keeping with the philosophy of Outdoor Education and in accord with the teacher's responsibility to the class. Though he will specialize in one resource area, he will strive always to demonstrate the interdependence of all areas of resource and emphasize the importance of their conservation.

Important - The class teacher is charged by law with responsibility for the education and conduct of his class. The Resource Specialist must always respect this obligation and comply with the wishes of the teacher in all cases dealing with instruction and discipline. History has shown, however, that teachers most often look to Specialists for leadership in the outdoor classroom and will largely pass on these responsibilities.

It is important to remember at this point that the Specialist's job is to train teachers as well as sixth graders. Only if teachers return to their classrooms as competent extensions of the Specialist and more knowledgeable concerning natural resources, can the Outdoor School fulfill its obligation to them. It is anticipated that as a result of this training, teachers repeating at the Outdoor School will have already prepared their new classes at near the level of their previous training. Only in this way can the Outdoor School assume its intended role in advancing understanding in the fields of natural science and resource conservation.

This approach to teaching at the Outdoor School points out the need for versatility and adaptability in preparing lesson plans to suit the level of class preparation. Insofar as possible the "canned" lesson should be avoided and "lecturing" restricted to short sessions

of orientation in preparation for personal exploration of the out-of-doors. To attempt to conduct an outdoor lecture session is to refute the philosophy of Outdoor Education. Rather, the "discovery approach" to education should be fully utilized with each child given the opportunity to learn on his own through personal contact with nature.

To that end, all training effort is to be directed toward achieving a "teaching team" approach with full use made of the teacher, Resource Specialist, Senior Counselor and four Junior Counselors. This provides a staff of seven "teachers" for each Outdoor School class or a one to four teaching ratio. Only in this way can the discovery approach be fully utilized and the most perfect use of the outdoor classroom made.

At the teachers' workshop all possible effort should be made to prepare teachers as informed and participating members of this teaching team. Teachers should be instructed in new skills that can actually be used in exploring nature with their students and should be taught fundamentals in each resource area commensurate with their own background.

Junior Counselors will attend a workshop and, as specialists in one field, take training from one Resource Specialist. It is not expected that Junior Counselors should become highly proficient in their resource specialty, but rather gain enough fundamental knowledge that they can lead sixth graders in exploring that particular facet of their natural environment. It is more important that Junior Counselors display enthusiasm for discovery and show excitement over the wonders of nature than make prepared "presentation" to youngsters. The Resource Specialist should use his best judgement in determining the extent a particular Junior Counselor should "present" a body of knowledge. For instance, a resource area such as "Soil" demands a more structured treatment than others, but children should continue to have personal, physical contact with those things they study. Junior Counselors should avoid "doing things for them" merely in the interest of saving time.

Prior to the workshops the Resource Specialist will train his assigned Senior Counselor as his first assistant on the study plot to the end that the Counselor could substitute as Specialist in case of his temporary absence. The Senior Counselor should thoroughly understand the role of the Resource Specialist and his position in relation to the philosophy of

Outdoor Education and responsibility to the teacher.

Ideally, all instruction on the study plot should center around the discovery method and inquiry approach to education. After initial class orientation to the resource area of study, small groups led by members of the teaching team should explore nature together. In periodic re-assemblies at the study plot center, the small discovery groups should report or show their findings to everyone. The Resource Specialist or teacher calling on his background of knowledge should then consolidate this "discovered" information into a recognizable ecological package. Using the clues children themselves have found, the interdependence of all areas of natural resource should be emphasized. Terms such as food-chain, community, carrying capacity, habitat, succession, ecology, multiple-use, sustained-yield and conservation should gradually become a part of sixth grade vocabulary and understanding.

The Specialist will develop as many practical, sixth-grade-level, individual projects as possible. During the afternoon instruction period he will schedule adequate time so that every student has an opportunity to successfully conclude a project. For those students who wish, with teacher approval, to start long range projects, reasonable first steps and plans for continuation should be outlined within the allotted time. The Resource Specialist will make every effort to convey the importance and nature of these individual projects to teachers and counselors. Teachers are in the best position to advise and encourage each student in an ideal project commensurate with his ability and interest. Teachers should especially be encouraged to develop and implement their own list of student projects in areas in which they feel competent. Especially in the language arts and art can teachers be of great assistance in helping students express themselves in relation to the natural environment. The writing of poetry, haiku, cinquain, or prose and the use of natural materials in art expression will be emphasized at the teachers' workshop to help them implement this.

Individual projects provide the best opportunity for students to develop knowledge "on their own" and to develop their creative self-expression. Properly initiated and guided they may constitute the most accelerated learning many students will experience at the

Outdoor School. The Specialist is responsible to see that supplies needed for the accomplishment of individual projects are on hand.

Realizing he will be working with a new class each day, the Resource Specialist is to appraise each teacher's desired degree of involvement, the teacher's knowledge of the resource subject, and the level of class preparation. The evening before, at the "after-taps" staff meeting, a tailor-made lesson plan for the next day is to be cooperatively developed by the teacher and the Specialist. This plan may result in the Resource Specialist directing the major portion of the instruction or in merely supplementing a particularly well informed teacher.

The four Resource Specialists assigned to an Outdoor School site are entirely responsible for accomplishing the planned curriculum goals and are answerable to the Instructional Director of the program. As a cooperative group, they should have a hand in locating four isolated study plot centers to take advantage of the terrain and natural features of the area. They should see to the relocation of study plot centers and trails as they become depleted or worn. They will emphasize the protection and cleanliness of the site and use discretion in allowing the collection of scientific specimens by students. Anti-littering is to have constant emphasis at Outdoor School. Resource Specialists are expected to take a hand in the continuing development of the Field Study Notebook so that it comprises the best thinking of the entire resource staff. The Field Study Notebook should not necessarily serve as a curriculum guide, but rather as a place to record information discovered in Nature. Filling its pages should not be the purpose of the instruction.

The Site Director may also assign the Resource Specialist to certain other functional or recreational duties depending on the personal interests of the Specialist or as necessity requires. As a vital and active member of the staff, the Resource Specialist will at all times enforce the rules of the Outdoor School, maintain discipline, encourage the social integration of students, and maintain high standards of conduct and table etiquette in order that the overall goals of Outdoor Education may be realized.

These responsibilities apply during the formal instruction periods as well as after, as long as the school is in session and in common with all other members of the Outdoor School staff.

ORIENTATION TO THE OUTDOOR SCHOOL

TEACHER ORIENTATION

The Teacher's Workshop will be the teacher's single, most valuable source of information about the Outdoor School. This will be held prior to the opening of the Outdoor School sessions and will cover a two-day period. During this time the Outdoor Education staff will cover such items as the philosophy, objectives, history, curriculum relationships, and organization of the Outdoor School. Orientation to the study plot will be an important part of teacher training. Teachers will "live" a typical day at the Outdoor School and be housed and fed in the same facilities to be used by students. Duties will be assigned that will parallel those expected of students and the fun and camaraderie of the living groups and the evening campfire will be experienced as they really happen. Attendance at the workshop is imperative to a successful week's session later.

Staff Visitation. An Outdoor School staff member will visit each classroom as described in the Student Orientation section.

Literature. "The Teachers' Handbook," "The Students' Guidebook," and "The Field Study Notebook" contain most of the information necessary for understanding the philosophy, curriculum, organization, and schedule of the Outdoor School. They have been carefully prepared to prevent "overlap" and unnecessary rereading of the same material.

Visual Aids. A slide set has been prepared for use in the staff visitation to the classroom for orientation of students. It has the same orientation value for teachers and parents and additional copies are available for other showings. Of more value to adult groups will be the 16mm. color, sound, motion picture titled "A Visit to an Outdoor School." This motion picture was filmed during the spring of 1967 at Trout Creek Camp. In this film the emphasis is on the curriculum taught at the Outdoor School and shows students, counselors, and instructors "in action" in the out-of-doors.

Charts. A kit of charts and teaching aids has been assembled for use in preparing classes for the Outdoor School. These helps will be available for teacher use prior to the opening of the Outdoor School. Use of these materials will assist greatly in raising the class' level of understanding of nature and conservation prior to their week out-of-doors. The better prepared a class arrives, the greater the value of the week at Outdoor School.

Film List. A list of 16mm. films that have been previewed and determined to be of value in Outdoor School preparation has been compiled for participating teachers and will be made available before classes attend the Outdoor School.

STUDENT ORIENTATION

Since teachers will accompany pupils to the Outdoor School, they will assume certain responsibilities for the preparation of the class. Without the understanding and cooperation of the teacher, regardless of how qualified the Outdoor School staff may be, the total experience will fall short of the desired goals.

As the classroom teacher, you have an important role to play if the curriculum studied is to have meaning for the students. You can accomplish this by first introducing the major curriculum objectives (listed below) to your class. Next, some of the suggested activities and learnings can be included in the regular sixth grade curriculum and related to the Outdoor School. A list of such suggestions appears later in this section. The workshop will also provide a wealth of information.

You should, in the meantime, make a real effort to become as familiar as possible with the following important objectives and then to discuss them with your pupils.

To discover and understand the differences in various species of plants and animals.

To discover and understand the reasons for varying abundance of plants and animals in various outdoor areas.

To discover and understand how plants and animals grow, how they depend upon natural resources and what effect they, in turn, have on other natural resources.

To understand how different plants and animals compete with one another for life-giving requirements; food, light, moisture, minerals, and space.

To discover what effects modern man has had on soil, plants, water, and animals in any given area.

To understand how a climax community might develop.

To discover and understand how modern man is influenced by the natural resources and what he can do so he might learn to live in harmony with them.

To understand that conservation of natural resources is the responsibility of every citizen.

To understand that multiple use of natural resources should be developed to the best of Man's ability.

To understand that aside from the economic value of natural resources Man must also consider the aesthetic and spiritual values.

To understand Man's dependence on the natural resources.

To realize that Man must have a genuine and deep respect for this earth and all living things thereon.

At the Outdoor School students will be urged to record and document their instructional experiences in their Field Study Notebooks. Therefore, they should, in the classroom preliminary planning, become familiar with the subject matter content included in this notebook. From the beginning, the notebook then becomes important to the student and serves as an educational tool to integrate the outdoor learning experience with regular school studies. The Students' Guidebook for the Outdoor School will communicate much practical information for the teacher and student.

Staff Visitation. Prior to the resident experience a member of the Outdoor Education staff will visit your classroom. A detailed description of a week at the Outdoor School will be presented and supplemented with a showing of slides. Students will also have the opportunity to actually see some of the items they are expected to prepare for use at the Outdoor School. They will be given ample opportunity to ask specific questions about the Outdoor School. Some materials may also be passed out during this visit. Teachers will be given a staff visitation schedule well in advance of the date. Parents should be invited and encouraged to attend this session.

Specific Things a Teacher Can do to Prepare Students for the Outdoor School. Following is a list of specific things that can be done to prepare the class for Outdoor School. So that the Outdoor School is not considered a separate course of study it is necessary that the curriculum taught at the Outdoor School be integrated with regular sixth grade subject matter. Subjects presented in the home classroom are also taught at the Outdoor School, however,

the method by which they are presented to students is different in that every effort is made to relate it to the out-of-doors. Thus social studies, language arts, mathematics, science, music, art, health, and physical education are simply presented in new and different ways.

It is, of course, the teacher's responsibility to integrate some of the basic preparation for the Outdoor School into the regular school curriculum. There are many ways in which this might be accomplished and no particular way will be suggested here. This preparation phase might well include the reading of books, the studying and making of charts, and the viewing of pertinent films. You should, however, go beyond this point and have the youngsters do many supervised activities: soil erosion experiments, pollution studies of air and water, casting of animal tracks, growing of school gardens, hear resource experts invited to the classroom, take field trips to park areas or nature trails, and other experiences of this nature.

Teachers are not expected to be expert in every resource study presented at the Outdoor School but the following lists are to give you an idea of some of the things that can be done to correlate the studies.

Social Studies

Discuss ways in which youngsters can fit smoothly into the cabin living groups at the Outdoor School. (Tolerance, cooperation, and good attitudes toward students from other schools that may have very different backgrounds from their own, etc.)

Discuss the need of cooperation and enthusiasm in performing duties at the Outdoor School.

Learn some local history around the Outdoor School site to which they will be going.

Discuss the need for cooperation in the sharing of materials, equipment, and ideas when preparing items of class equipment for Outdoor School.

Discuss the idea of the rights of other youngsters who will be attending the Outdoor School.

Discuss solving problems cooperatively.

Discuss the experiencing of success and failure.

Learn and discuss the table manners used at the Outdoor School; how backgrounds of students may vary in respect to the use of table manners (an excellent opportunity here to compare eating habits in the United States to those of Latin American countries, etc.).

Learn how to introduce a guest at mealtime and how to direct and carry on a conversation.

Discuss attitudes concerning working and living with people that may be difficult to get along with.

Discuss how one accepts criticism and suggestions with the proper attitude.

Learn about how Man has used the resources and how this has effected where and how he lives and what kind of civilization he can promote.

Learn the meaning of the U.S. Flag and how one pays respect to the symbol of our Country.

Learn how the rules for Outdoor School are for the good of all and not meant to restrict any single person or group.

Study the map to determine the location and route to the Outdoor School site.

Learn about why nearby communities may have been settled and why they are the size they are; what effect the natural resources have played in the development of the community.

Discuss standards of conduct during all phases of the Outdoor School.

Discuss the importance of being a proud member of a cabin group, class, duty group, or any other informal group, (esprit de corps).

Language Arts

Write letters to parents concerning the progress being made toward preparation for the Outdoor School.

Write letters to parents urging them to attend the class visitation meeting concerning the Outdoor School.

Prepare a dairy to be used at the Outdoor School.

Discuss how to take notes about what one may observe during the Outdoor School field studies.

Prepare a choral reading for use at the Outdoor School by the class.

Compose poems, haiku, or cinquains in regard to the out-of-doors.

Make oral reports to classmates about special interest areas.

Listen to the sounds of nature.

Prepare skits, stunts, and stories for use at an Outdoor School campfire.

Language Arts (Continued)

Prepare a list of scientific names of plants and animals indigenous to the Outdoor School area.

Oral reports on the progress of committees who are preparing equipment, etc., for use at the Outdoor School.

Read for research in a special interest area to be pursued at the Outdoor School.

Practice how to introduce guests at the Outdoor School.

Make oral reports on weather by studying the newspaper weather accounts.

Write articles for a school or class newspaper on progress of Outdoor School activities.

Make an autograph book for use at the Outdoor School.

Develop word lists of particular areas of study or duties to be used at the Outdoor School.

Mathematics

Estimate the distance between various landmarks.

Learn to determine distance by pacing.

Measure the diameter of trees.

Estimate and measure the width of creeks or rivers near the home community.

Figure the volume of flow of a creek or river.

Estimate and figure the percentage of slope on the grounds around the school.

Estimate and measure the height of trees or buildings.

Estimate and measure the circumference of trees.

Estimate, measure, and mark out an acre of ground at the school.

Figure the age of trees by counting the rings on a stump.

Estimate and measure board feet.

Construct a water-tight box to illustrate what a cubic foot is.

Figure the height of objects by using shadows.

Learn to read the barometer, thermometer, and other weather recording instruments.

Learn to tell time using a compass.

Mathematics (Continued)

Learn to find north using a watch.

Construct equipment for the Outdoor School.

Figure distance to and from the Outdoor School by using a map.

Figure cost of transporting youngsters to the Outdoor School.

Science

Observe during a field trip to a park or nature trail.

Identify trees and shrubs on or near the school grounds.

Examine the soil near home or school as to texture, structure, and color.

Examine a road cut near school to see different horizons of soil.

Plant trees or shrubs on a plot of ground at home or school.

Make and use bird feeders.

Conduct erosion control experiments at home or on the school grounds.

Identify animal life around home and school.

Learn how to live trap small animals at the Outdoor School.

Learn some common bird calls.

Demonstrate transpiration of plants by placing a plastic bag over a plant. Leave some air holes to allow for gas to escape.

Demonstrate capillary action by placing a lump of sugar in a shallow dish with some food coloring on the bottom.

Demonstrate the principle of osmosis by placing a small herbaceous plant (its soil washed from the roots) into a solution of colored water.

Fill one container with topsoil, another with subsoil from just below the topsoil, and another with lower subsoil. Place seeds from a single packet in each of the containers, give each container equal amounts of moisture and sunlight. Draw conclusions about what happens.

Do plaster casting of animal tracks.

Observe various cloud formations and discover what they mean.

Make a graph of temperature and precipitation for time prior to Outdoor School. Compare this with official results posted in the newspapers.

Make diagrams of flowers and mushrooms and examine the parts.

Science (Continued)

Do some research to determine what the function of fungus is.

Make collections of various plant specimens in the community.

Study the effects of fire and fire prevention.

Study how plants reproduce and what effect animals have on this reproduction.

Study your home community to see how Man has influenced the natural environment.

Make an insect collection.

Study the effect of the weather on Man and animals.

Visit a zoo, fish hatchery, greenhouse, etc.

Visit a farm to learn how Man uses land so it can remain productive.

Examine various types of animal life to discover how they are able to survive.

Discuss rare and endangered animals of the United States.

Do research on animals that are now extinct because of the mismanagement of Man.

Study the effect of earthworms.

Study soil to determine how it is formed.

Look for evidence of different kinds of erosion in the community.

Music

Compose a song for the class to sing at Outdoor School.

Discuss what makes acappella singing enjoyable.

Study the songs of birds.

Encourage the musically inclined students to prepare a short presentation for an Outdoor School campfire.

Art

Design covers for booklets to be used at the Outdoor School.

Decorate the tote bag which will be used at Outdoor School.

Art (Continued)

Make and decorate the various equipment for use at Outdoor School.

Make posters for use at school showing table manners, table settings, etc.

Make a bulletin board for display at the school.

Plan a display of photographs to be taken at the Outdoor School.

Make place mats for use during an evening meal at the Outdoor School.

Design a table centerpiece for use at the Outdoor School.

Construct bird feeding stations.

Health, Safety and Physical Education

Discuss how health habits effect others when living in close proximity.

Discuss the need for complete, honest, information of the Health History Form that is to be taken to the Outdoor School.

Discuss how health practices will differ at the Outdoor School as compared to the home.

Discuss the importance of not littering the grounds at the Outdoor School.

Discuss the importance of proper clothing, rest, diet, and hygiene at the Outdoor School.

Discuss the rules used at the Outdoor School and what the meanings and reasons are for these rules.

Discuss the importance of proper trail and woods behavior.

Discuss fire prevention rules.

Make posters showing sources of air and water pollution in the community.

Have a discussion on whether air and water pollution is or is not a problem in the community.

PARENT ORIENTATION

Multnomah Outdoor Education Staff limitations will rule out evening parent meetings being arranged at every school participating in the program. However, through a "take home" letter and brochure directed to parents and invitations to attend daytime classroom orientation sessions, and personal contact by teachers and principals, reasonable contact with parents should be possible.

On the other hand, if the teacher and principal wish to initiate an evening parents' meeting, a 17 minute film, slides, and printed material may be made available through the Outdoor School office. Whenever schedules allow, an Outdoor School staff member will be happy to attend and take part in a parents' meeting. Arrangements for film, printed material, and staff attendance should be made as far in advance of the meeting as possible.

Many questions from parents may be directed to you. Since you are in the position of knowing the parent better than anyone connected with the program and have been supplied with the basic literature and staff orientation, you should be able to answer most of these questions. Parents generally want to know how well their youngsters will be taken care of, when they depart and return, how youngsters can be reached in emergencies, etc. Care has been taken to include answers to most of these questions in the printed material reaching you. Questions of real importance that you can not answer should be directed to the Outdoor Education Office.

SPECIFIC INFORMATION FOR TEACHERS

Before the Outdoor School

Certain forms and materials necessary to the conduct of the Outdoor School will be distributed to you in quantity, well ahead of your attendance at the outdoor site.

1. Health History Form. (Essential) This should be filled out by the parent (or doctor) most familiar with each child's health history. It should be signed by the parent and returned to you for safekeeping well ahead of your students' departure for the Outdoor School. Before leaving the bus at the Outdoor School you should see that each student has this form in hand as they proceed to visit the nurse or doctor at the dispensary. This form is also considered parental approval for their child's attendance at Outdoor School.
2. Parent's Letter. This letter should be sent home as soon as possible by way of students. It is the initial contact with parents and will answer most of their questions.
3. Brochure. This should accompany the letter and should be instrumental in giving the parents a general scope of Outdoor Education.
4. Baggage Tags. These should be held and given to students immediately before departure from the home school. On these should be written the name of the student and the name of their school.
5. Alphabetical list of all students in the class. This list should be filled out and mailed to the Outdoor School office so that it arrives at least 10 days prior to your attendance date. Names of students are vital to the preparation of a weekly book that is current for each week at the Outdoor School. Should changes occur after the list has been submitted, call the office and the secretary will be happy to make corrections.
6. A list of cabin group pairings. This should be made out in duplicate with one copy arriving at the Outdoor School office at least 10 days prior to the attendance date. This list of pairings is necessary so cabin living groups can be formed. This information, like the alphabetical list, will be posted in the weekly book to be used at the Outdoor School. You are urged to make every effort to see that students who are paired together are capable of getting along together. Should you find that students you have paired together are not going to work out, simply call the secretary and she will make the necessary changes. If you have an odd number of boys or girls in the room you may have one group of three youngsters together.

NOTE: When your bus arrives at the Outdoor School the Director will check with you to see if there are further changes that need to take place (absentees, class additions, or changes in cabin living groups).

Other necessary duties before leaving for the Outdoor School

1. Secure cardboard boxes for storage of the class equipment; hobo stoves, plant presses, killing jars, collecting nets, animal traps, and collection boxes.
2. Each youngster should be required to bring a small container of soil from home. These should be collected by you and placed in a separate box for transport to the Outdoor School.
3. Place your name and the name of your school on the cardboard boxes so they may be stored in a central area at the Outdoor School. The Site Director will assign this area.
4. Recheck each youngster to insure they have the necessary gear and that they have placed baggage tags on their duffel.

Arrival at the Outdoor School

The Outdoor School Staff will meet the bus upon its arrival at the site and sing them a welcome song. The class should remain seated on the bus until they have received instructions from the Outdoor School Director. The teacher should then see that each student is given his own Health History Form to hold until taken up by the nurse or doctor at the dispensary. The girl students will then be asked to leave the bus and assemble around one of the Junior Counselors, a high-school-age girl. She will lead them to the dispensary for their medical check. The boys in the class will follow one of the boy counselors in the same manner. Staff will remain in charge of students at the dispensary and direct their return to general assembly at the dining hall after the medical check.

All baggage, sleeping bags, handbags, coats (unless needed), and other gear should be left on the bus. The Outdoor School staff will unload the bus and place all gear in a safe, dry area, separate from other groups. The importance of having the baggage tags securely attached is obvious. Teachers will be assigned quarters and can take their duffel there while their students are at the dispensary.

Everyone will attend the general assembly at the dining hall which will take place as soon as all four classes arrive at the Outdoor School and have

completed the medical check. A bugle call and loud speaker announcement will be the signal for everyone to assemble at the dining hall.

At general assembly, a welcome by the Director will be followed by an introduction of the Outdoor School Staff, a statement of the rules, and assignment of students to their Junior Counselor and living group. Students will also be given their personal name tag by Junior Counselors as soon as they are dismissed. Junior Counselors will lead their cabin groups in picking up duffel and transporting it to cabins and will see that everyone is settled. At this time teachers will want to be sure that class equipment is stored in the central area for use throughout the week.

At the bugle call, Junior Counselors will lead their cabin groups to the Flag Ceremony and then to the dining hall for Sunday dinner. Teachers will be guests at this meal as they will at all others. A full description of meal procedures will be made in front of the dining hall prior to the meal.

When dinner has been completed classes and teacher will be assigned to meeting locations and will proceed there for a short meeting. The purpose of this meeting is so teachers can check to see that everyone is settled and to familiarize classes with the location of their "teacher evaluation" meeting place. Teachers will also receive the necessary number of Field Study Notebooks at this time and should have students fill in the first page of this notebook with their name, etc. for use the following morning. A bugle call will indicate when this meeting is to conclude. Students should then return to their cabins, get together with their counselors and go to the Sunday evening campfire. Campfire will end at 9:00 p.m. with taps sounding approximately 20 minutes later. A staff meeting will begin in the dining hall at approximately 9:30 p.m. Meetings with Resource Specialists will take place here.

Dining Hall Procedure

The procedure surrounding mealtime is also of an educational nature and should be considered an important part of the total Outdoor School experience.

As a staff member you will be invited to each meal by a student host or hostess and will take a position to their right at the table. If you should be a guest of the table host (a boy), please take the initiative to assist him in serving up the food so that it is still hot by the time it is set before the others. As an adult staff member you should always help maintain a good-natured, calm atmosphere at meals and see to the carrying out of table manners as described in the Students' Guidebook. Teachers should encourage students to sit with students from other schools during mealtime. Sometimes a "clique" of students will attempt to sit together and will become boisterous or exclude a lone individual from another school who is unfamiliar with his table partners.

Discipline

Teachers are responsible for the discipline and conduct of their students at the Outdoor School, however, for most of the day, students will not be under the direct control of teachers but rather that of counselors. It is expected that teachers will convey to their students the importance of following the directions of the Outdoor School staff. Any discipline problems that cannot be handled by counselor staff will be directed to the teacher for disposition. When serious problems with individual students are affecting the happiness of others or affecting the quality of instruction, a child may be sent home as a last resort. The Outdoor School Director will fully discuss the matter with the teacher involved before such serious action is taken, but the final decision must rest with the Director. In such a case, parents will be contacted to pick-up their youngster at the Outdoor School site. If this is impossible, a fully insured Outdoor School staff member will drive the student home. No child will be delivered into the hands of other than his parents or adults designated by parents. The principal of the school will also be notified and can make contact with the parents regarding school attendance by the youngster.

Teachers will often be with groups of students, not necessarily their own, and will be expected to fulfill the same disciplinary function as any staff member. At meals, Flag Ceremony, on the trail, at campfires, or any place where it is obvious Outdoor School rules are being violated or the happiness of other students affected, the teacher should take immediate steps to correct the situation. Teachers are encouraged to not sit together in groups at campfires, etc., but rather to intersperse themselves among students and assist the staff with their control.

Staff Meetings

At 9:30 p.m. each evening, teachers are asked to attend an informal staff meeting after all students are bedded down. Junior Counselors will be awake and on duty in the cabin areas during this time.

The purpose of these meetings is to give teachers the opportunity to ask questions, discuss students, and evaluate the day's program. Immediately following this brief informal period, teachers should sit with the Resource Specialist they will be working with the following day. Cooperatively they should make plans for the following day's instruction. It is imperative that during this time teachers openly share with the Resource Specialist the level of preparation of the class and the ability level of the group and individuals in it.

After meeting with the Resource Specialists, teachers are also urged to check with the Junior Counselors in regard to how things are going with particular students in the various cabins. Junior Counselors will be encouraged to use their initiative in dealing with the minor problems of students but are asked to come to the teacher for assistance whenever it is needed.

Since the Nurse, Senior Counselors, and Resource Specialists will also be present, this meeting can act as a clearing house for any information concerning health problems, emotional adjustment, and learning experience.

Senior Counselors will have met with their Junior Counselors after the evening meal and any pertinent information will be brought to the attention of adult staff.

Teachers should feel free, at all times, to come to the Director with any type of problem that requires immediate or special attention.

Staff Policies

Teachers and all other staff members are expected to remain on the Outdoor School site during the entire week of the session. Emergency absence should be approved by the Director.

Smoking is permitted in staff quarters, in the staff lounge during free time and in the dining hall after students are in bed, but never in the presence of students. Extreme caution with fire must be taken during possible fire weather with smoking on trails or study plots absolutely forbidden. Continued permission to use camp facilities is dependent on strict adherence to these rules.

Insurance

Multnomah County Outdoor Education has taken out blanket accident insurance for every sixth grade student and Junior Counselor attending the Outdoor School. The insurance limits consist of \$500.00 sickness medical, \$2,000.00 accident medical, \$2,000.00 specified disease, and \$2,000.00 accidental death and dismemberment. Expenses for eye glasses or prescription for eye glasses and dental X-rays are excluded.

Blanket liability insurance has been purchased to cover all Outdoor School staff members, including participating teachers. The limit of this policy is \$100,000.00 and it is in addition to any district or O.E.A. liability coverage teachers may already have. It is in force all the time the staff member is at the Outdoor School or going directly to or from the Outdoor School.

State Industrial Accident Insurance, of course, also applies to all teachers and paid staff members while at the Outdoor School.

Last Day at the Outdoor School

Friday morning will start with the same schedule as any other. However, at approximately 7:40 a.m., after Flag Ceremony, the students will pick up their "cookout" breakfast materials at the dining hall and with their Junior Counselors, proceed to a safe outdoor area to cook their own meal.

Teachers should be certain that each student in the class comes to Outdoor School equipped with a complete (4 piece) hobo stove. Stoves should be labeled, packed in cardboard boxes, and stored in space provided at the Outdoor School. At the Thursday evening meal, a demonstration breakfast will be cooked on a hobo stove showing techniques for success. NOTE! Teachers should plan to have hobo stoves ready to hand out to students after the Friday morning Flag Ceremony.

At approximately 7:45 a.m. Friday morning, teachers and adult staff will eat breakfast together in the dining hall. The cabin group cookout should be completed no later than 9:15 a.m. with cooking areas cleaned and hobo stoves and garbage picked up. At approximately 9:30 a.m. classes will meet with teachers in an area to be announced and will proceed for the final two hours of instruction. This will consist of an overview or summarization of the entire week's study conducted by Resource Specialists. Classes will move from one study plot to another in a round-robin manner.

At 11:30 a.m. the overview will be completed and at this time the class, under the direction of the classroom teacher, should make sure their class' study plot is free of litter and ready for another class to use the following week. When this has been completed to the satisfaction of the teacher, the students may be released back to their cabins and begin final packing and cleaning in preparation for going home.

Lunch will be served at approximately 12:15 p.m. The closing Flag Ceremony will take place immediately after lunch, followed by an impressive

Tree Planting Ceremony. This will constitute the final planned activity at the Outdoor School.

Students will then transport baggage to designated areas marked with the name of their school. Duffel should be loaded on the buses when they arrive at approximately 2:00 p.m. Teachers and bus drivers should direct this activity.

OUTDOOR SCHOOL FOLLOW-UP ACTIVITIES

The final, and perhaps one of the most demanding jobs for the teacher will be that of conducting the follow-up activities for the Outdoor School. It is in this phase of instruction that the learning activities of the resident program are deeply instilled in the mind of the student.

The following list of classroom and individual activities is by no means a complete list. You will want to add many more of your own ideas to these follow-up activities.

As a class unit, plan a parent's night or school assembly to share the experiences of the Outdoor School.

1. Posters
2. Written reports
3. Displays for Soil, Water, Plants, Animals, Ecology, Conservation
4. Oral reports (The Typical Day)
5. Campfire songs and skits
6. Slides and pictures

Write letters to various staff members

Make a map of the Outdoor School Site drawn to scale

Make a class scrapbook of experiences at the Outdoor School

Compile a photo album of experiences at the Outdoor School

Write articles for the school newspaper

Plan ways in which the school grounds might be made to look more attractive

Plan a school garden

Plan a campaign for keeping school grounds cleaned up

Take a field trip to a park or along a nature trail with a class from one of the primary grades. Each sixth-grader escort one of the primary youngsters and point out some of the various things learned at the Outdoor School in the different resource areas.

Make a bibliography of books in the libraries for use in the classroom in regard to the various resources, etc.

Carry out advanced research on the different areas of interest acquired at the Outdoor School.

Invite resource agency personnel into the classroom for presentations.

Make a detailed study of air and water pollution

Plan and construct a weather station to be used at school

Plan and conduct a flag ceremony for the entire student body or particular grade levels at your school

Plan a display for a downtown store window showing some of the interesting events and learnings that took place at the Outdoor School

Make a list of new words learned during the week of Outdoor School

Continue to practice the table manners during school lunches

Make sketches of different phases of life at the Outdoor School

Write to various resource agencies for pamphlets, charts, etc.

Evaluation of the Outdoor School

Classroom teachers will be given an evaluation form to complete and return to the Outdoor Education Office. Teachers will receive this form at the completion of the resident experience. It is recommended that this form be filled out only after the teacher and class have had ample opportunity to evaluate the program together. It is through the recommendations of classroom teachers that many improvements in the program have already taken place. The Multnomah Outdoor Education staff is anxious to present a quality Outdoor School Program and encourages constructive criticism.

Another evaluative tool for teachers will be that of the Junior Counselors making an evaluation of the students in his or her cabin. These evaluation forms will be given to teachers prior to departing from the Outdoor School and may be used in whatever way the teacher desires. Experience has shown the high school students to be quite perceptive in their evaluation of youngsters and the use of this instrument certainly has value for teacher and student alike.

CLOTHING AND EQUIPMENT CHECK LIST FOR TEACHERS

Bedding

Sleeping Bag or three-blanket bedroll and sheet
Pillow and case
Extra blanket

Clothing

Shirts (3 or 4, one heavy)
Jeans or heavy trousers (4 or 5 pair)
Warm jacket
Sweater
Socks (6 to 8 pair)
Underwear (4 to 6 changes)
Handkerchiefs
Pajamas
Slippers

Raincoat
Waterproof head covering
Sturdy boots (or rubber or plastic overshoes)
Lightweight shoes
Tennis shoes
Shower thongs
Hip boots (only if you already have a pair)

Toilet Kit

Bath Towels (2)
Hand Towels (2)
Wash cloth
Soap and container
Comb

Toothbrush & paste
Lip salve
Facial tissue
Hairbrush (women)
Shower cap (women)
Shaving equipment (men)

General equipment and useful items

Flashlight (a must)
Extra batteries and bulb
Alarm clock (a must)
Clipboard and paper
Cup
Letter writing materials

Small container of soil from your home. (For the Soil Ceremony)

Optional items

Musical instrument
Camera and film
Safety pins
Binocular
Extra pencils for students
Felt pen
Tape recorder (desirable)
Microscope (if you have access to one)

NOTE: The clothing and equipment listed above is only a suggested list for teachers. If there are additional items you would like to include, please do so.